

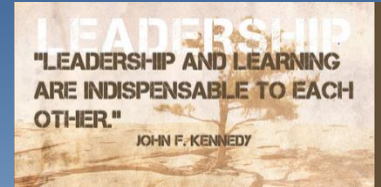
RIDE/RIASP

Mini Grant Network Meeting

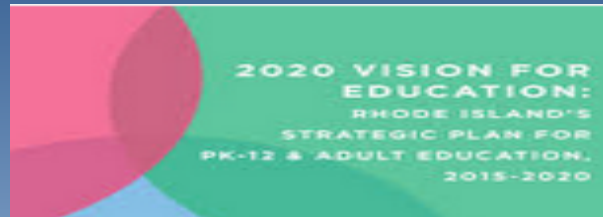
September 26, 2016



Agenda



- * Lisa Foehr, Director of Educator Quality and Certification.
 - * RI 2016 Leadership Efforts
- * Donald Rebello, Executive Director, RIASP
 - * The RIDE/RIASP Partnership
 - * RIASP Mini-Grant Opportunities
- * Alexis Meyer: RIDE Leadership Fellow
 - * Mini-Grant Submission Process
 - * Vendor Presentations
 - * Team Planning /Vendor Meeting



1

Teacher and Leader Support

OUR VISION FOR SUCCESS IN 2020

Rhode Island aspires to support and grow our current educators and leaders through relevant, personalized, and job-embedded professional learning that is focused on students in classrooms and in ways that build collegiality and collaborative decision-making. We will support great teaching by strengthening the recruitment and retention of high quality educators and leaders. To encourage the most talented people to enter the teaching profession, we will focus on recruiting educators who are culturally diverse, educators in hard-to-staff subject areas, and educators who are eager and prepared to work in our most challenging schools.



Leadership Advisory Committee

- * Established April, 2016

- * Members

Leadership Advisory Team Shared Purpose

Our purpose is to shape, support, and sustain a dynamic system that advances the identification and continued development and growth of education leaders across Rhode Island to be able to facilitate collaborative cycles of improvement, foster leadership in others, and increase high and equitable student success.

Mini-Grant

Leadership Mini-Grant Goals

- * To support the continued development and growth of Rhode Island education leaders
- * To support opportunities to increase leadership capacity in Rhode Island
- * To enhance principal leadership capacity to be able to establish shared leadership structures
- * To encourage the formation of communities of practice/collaboration between and among leadership team at RI LEAs

Application Process

- * Letter of Intent submitted by Friday, October 16, 2016
- * Deadline for submission: Friday, November 14, 2016
- * Notifications: Friday, December 16, 2016

Letter of Intent

Deadline: October 14, 2016



Ken Wagner, Ph.D.
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

<p>Letter of Intent RIDE/RIASP Leadership Mini-Grant</p>
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Date:

Contact Information

Primary contact for this project:

Title:

Email address:

Phone:

Introduction, Statement of Need, Estimated Amount of Funding:

Expected Results:

Signature – Superintendent

Signature – Primary Contact

Email to Alexis.Meyer@ride.ri.gov
FAX: 401-222-3605 (attention Alexis Meyer)



SUSTAINING EDUCATION LEADERSHIP

Mini Grant Opportunities



✓	Develop and support “Communities of Practice” teams to focus/strategically “deep dive” on a component of “Teaching and Learning” and/or a content area	
✓	Initiate, select, and support a cadre of “Excellent School Sites” that are prepared to “showcase” excellence in systems that are key to supporting teaching and learning	
✓	Engage highly effective school principals in the NAESP K-12 “Principal-to Principal Mentorship” model to support/coach beginning principals	
✓	Engage veteran principals in the McKinsey Executive Leadership Courses	
✓	Provide Leadership in Blended Learning Training for a cohort of education leaders K-12, with facilitators trained by the Friday Institute (University of North Carolina) ----- Aside from the mini grant opportunities - RIASP/RIILA will be offering workshops throughout the year focused on day-to-day issues such as: - Mental Health - School/Activities Finances	

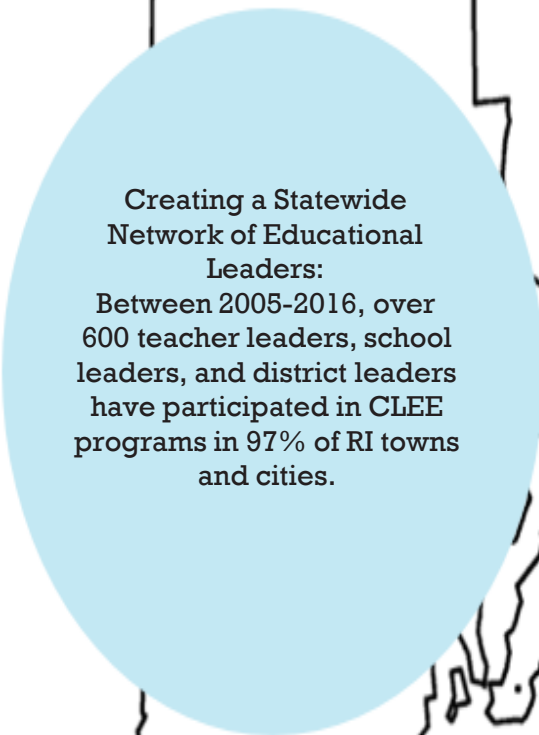
Organizations that May Support your Work

- * Center for Leadership and Educational Equity (CLEE)
- * National Academy of Advance Teacher Education (NAATE)
- * National Institute for School Leadership (NISL)
- * New Leaders
- * Teaching Matters



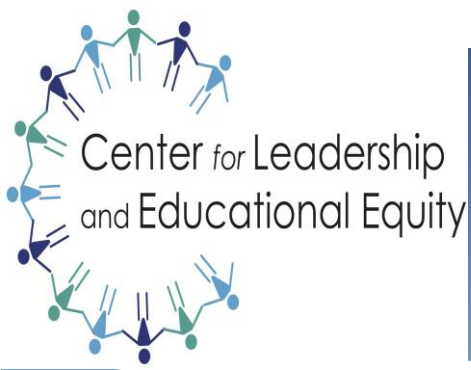
Center *for* Leadership and Educational Equity

Home of the
Principal Residency Network (PRN)
and the Learning Leader Network (LLN)



Creating a Statewide Network of Educational Leaders:

Between 2005-2016, over
600 teacher leaders, school
leaders, and district leaders
have participated in CLEE
programs in 97% of RI towns
and cities.



CLEE Guiding Principles

Leadership is key lever in increasing equity and excellence

Leaders are not born, they develop through powerful learning

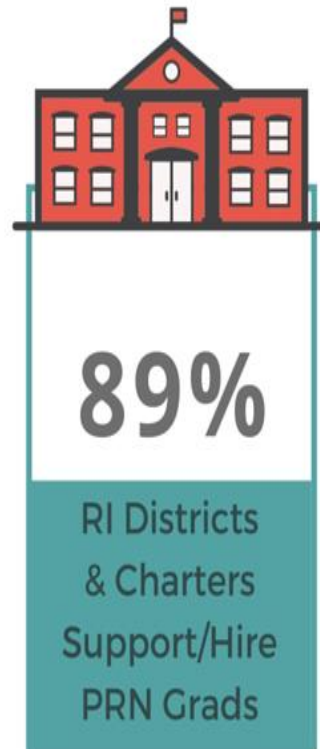
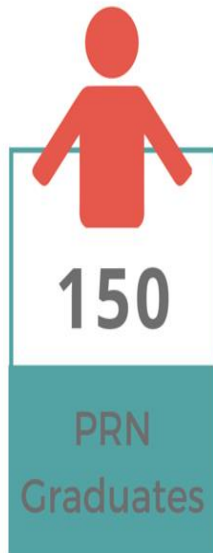
Leaders needed throughout (teachers, students, parents, principals)

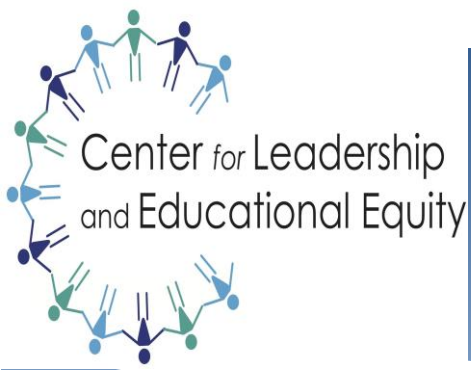
Educators need new skills to adapt instructional practices daily

Complex learning is not a solo act; we need to collaborate to succeed

Time to collaborate is limited; we need to use every second wisely

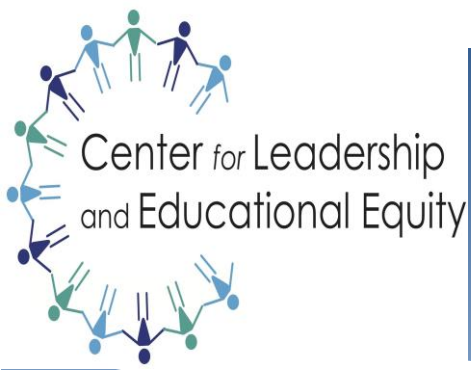
Principal Residency Network (PRN)





Approval With Distinction
rating by
Rhode Island
Department of Education

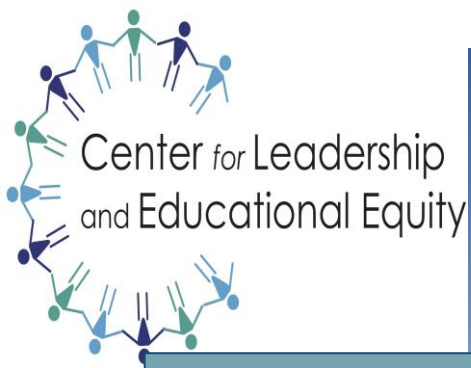
A residency-based administrator
certification program dedicated to the
development of principals who champion
educational equity through leadership of
innovative schools.



Learning Leader

A professional development program dedicated to supporting school and teacher leaders to create democratic learning communities that provide equitable outcomes for all students.





Distinguishing Features of CLEE Services

**CLEE's research-based Learning
Community survey**

**Model diverse practices to build shared
leadership** you can use in your context

**Link shared leadership practices to student
equity and excellence**

Rhode Island based and focused; can offer
support beyond grant cycle.

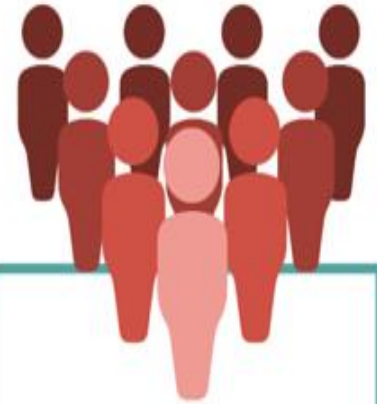
LLN

- Peer to Peer Critical Friend Group for School Leaders
- Instructional Rounds for School Leaders
 - Institute on Shared Leadership to Advance Equity

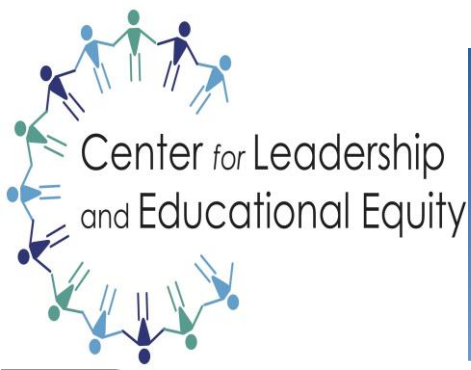
Customize to meet the unique needs of your context



Engage in
**transformative
conversations**
with
colleagues



Build **Shared
Leadership** in
your school,
district, or
organization to
**improve student
outcomes and
advance equity**



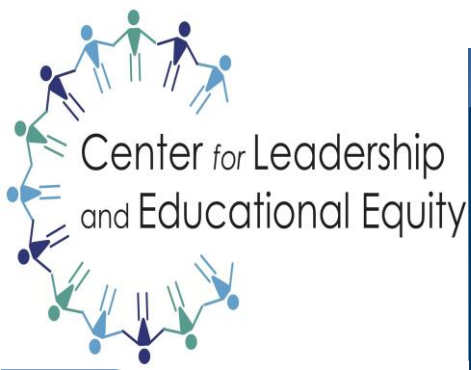
Peer to Peer Critical Feedback Group for School Leaders

On-going **community of practice** for **school leaders, teacher leaders, school teams.**

Give and receive **collegial feedback** on your most **pressing professional questions** and **dilemmas**

4-hour initial session on **foundations of PLCs**; monthly 2.5 hour Critical Feedback Sessions.

CLEE's **research-based Learning Community survey**



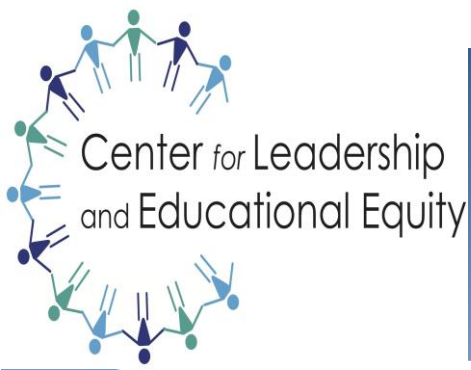
Instructional Rounds for School Leaders

On-going **community of practice** for school leaders,
teacher leaders, school teams.

Instructional rounds focused on the topic of **shared leadership**.

4-hour initial session on the **foundations of PLCS**; four
3.5 hour instructional rounds.

CLEE's **research-based Learning Community survey**



Institute on Shared Leadership to Advance Equity

Build facilitation skills to strengthen adult learning and collaboration to improve student outcomes

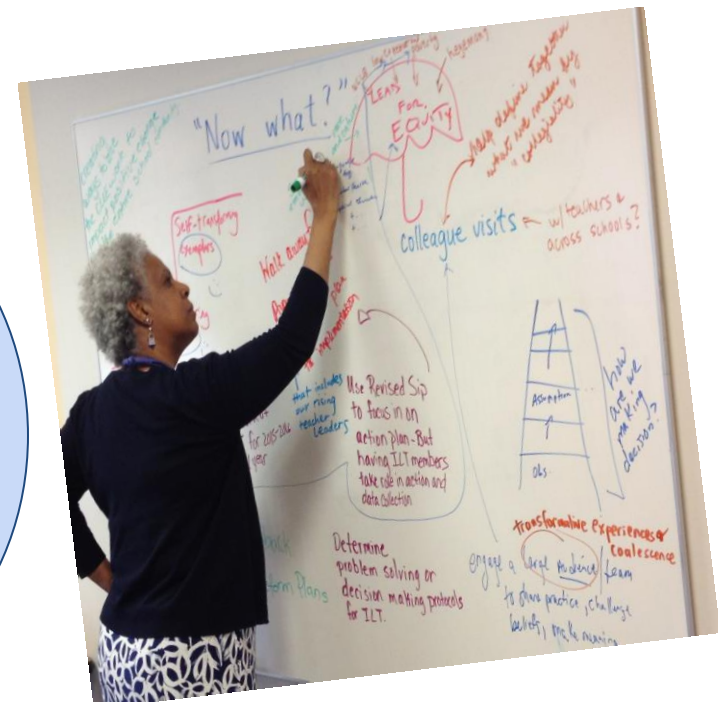
CLEE's research-based Learning Community survey

4-Day Foundational Institute or a 6-Day Intensive

Institute focused on closing an achievement based equity gap



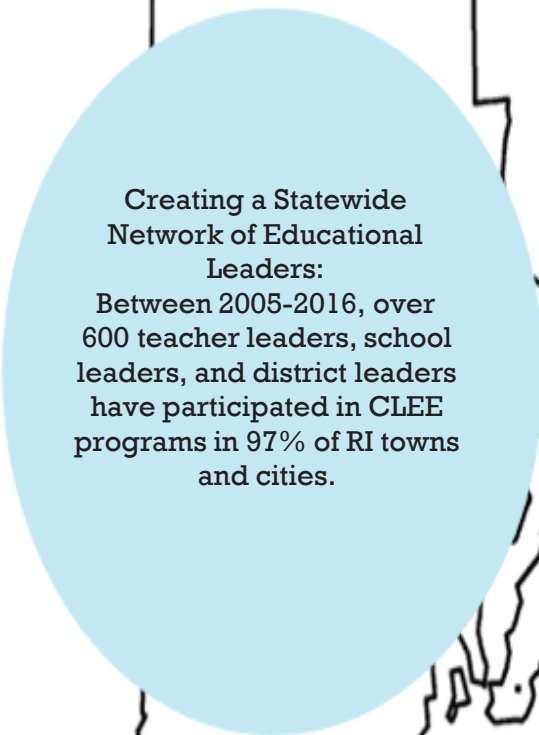
Center *for* Leadership
and Educational Equity





Center *for* Leadership and Educational Equity

Home of the
Principal Residency Network (PRN)
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Creating a Statewide Network of Educational Leaders:

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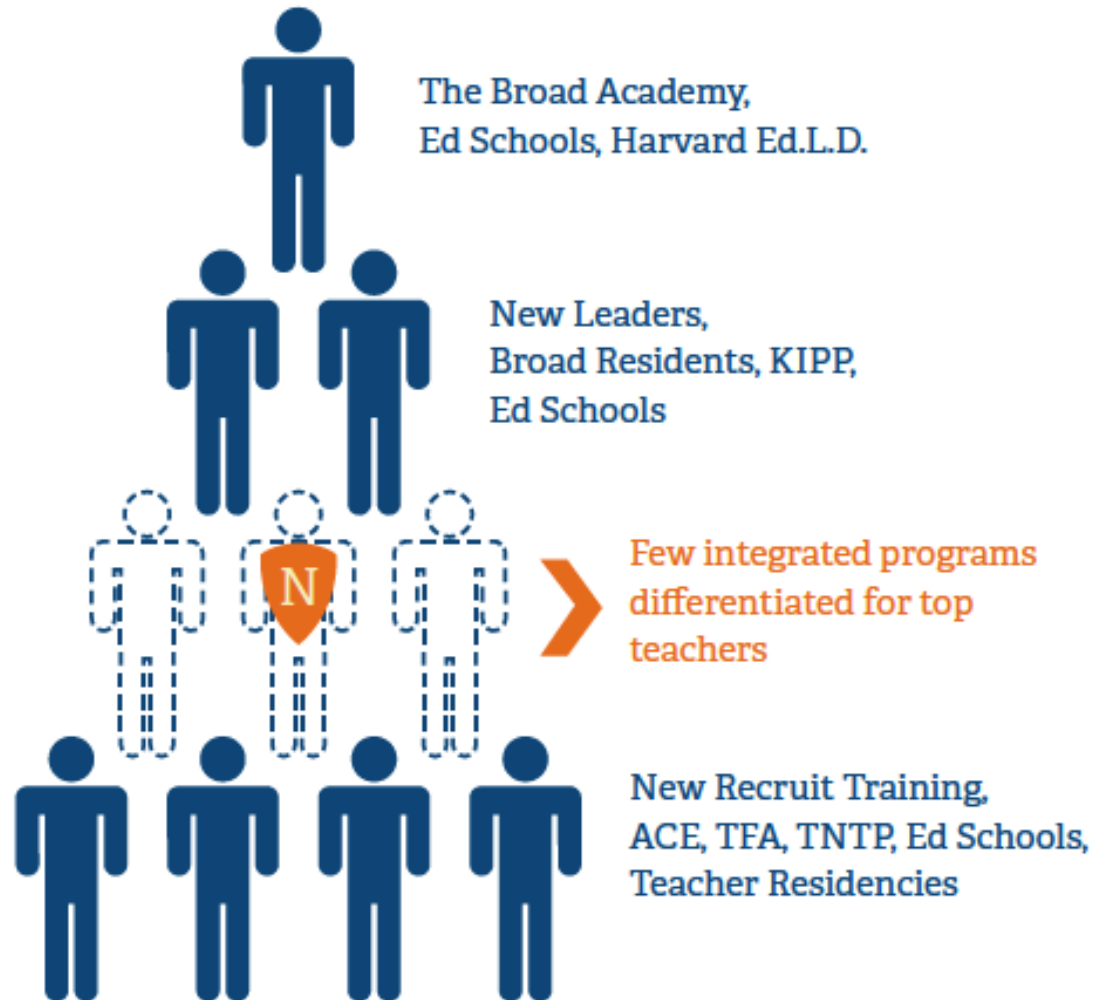
NAATE Program

Our Mission

To develop, leverage, and retain our nation's top-tier educators for improved student and school performance through an intense, advanced program of study that balances the principles of instructional mastery and leadership.

Differentiating Professional Development To Serve The “Irreplaceables”

While other sectors have a rational and incremental approach to developing leadership, the education sector lacks coherence in its approach to people development.



A Transformational Experience That Challenges and Energizes

- * In-residence to “break set”
- * Pre-readings of foundational theory and research
- * Case study method modeled on HBS
- * Rigorous discourse with highly effective peers
- * National cohort from district, charter, parochial schools



Curriculum that Aligns to Common Core and Whole School Change



Program Options to School Clusters

Teacher Leader Program

School Leader Program

SUMMER PROGRAM

10 DAY
Summer Session

|||

3 DAY
School Year Session

|||

10 DAY
Summer Session

SCHOOL LEADER PROGRAM

5 DAY
Fall Session

|||

4 DAY
Spring Session

|||

5 DAY
Fall Session

SCHOOL YEAR PROGRAM

2 x 5 DAY
School Year Sessions
1st year

|||

3 DAY
Summer Session

|||

2 x 5 DAY
School Year Sessions
2nd year

Is NAATE Right for Your School and Leadership Team?

Questions to Ask

- * Are you **challenging** and **fully leveraging** your best teachers beyond the classroom?
- * Is your leadership team **aligned** with the **mindset** and **competencies** to lead effectively?
- * Do you have the right **structures** and **culture** to enable students and adults to be successful?

Sample Partners



TEACHFORAMERICA

Contact Information

Juan G. Fernandez

Senior Director, Partnerships

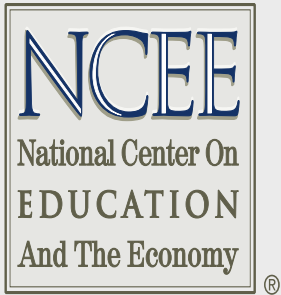
jfernandez@naate.org

NISL

NATIONAL INSTITUTE FOR
SCHOOL LEADERSHIP®

THE LEADER IN SCHOOL LEADERSHIP®

THE LEADER IN SCHOOL LEADERSHIP



Researching the world's best performing education systems for over 25 years

- ✓ The leading curriculum—More than 12,000 trained
- ✓ 13 State DOE partnerships
- ✓ Selected for two major U.S. DOE Studies
- ✓ Three independent studies show student gains
- ✓ Recognized by Business Round Table and Wallace/RAND

NISL

NATIONAL INSTITUTE FOR
SCHOOL LEADERSHIP

*NISL is a division
of the
not-for-profit
NCEE*

NISL

CREATING A LEADER



A LEADERSHIP PROGRAM DEVELOPED BY LEADERS IN THEIR FIELDS

LEADERSHIP &	PROFESSIONAL	STANDARDS-BASED
Peter Senge Lester Thurow Marie Eiter	Marie Eiter Peter Hill	Marc Tucker Peter Hill
ETHICS	 BENCHMARKING THE BEST: GLOBAL EDUCATION LEADERS, BUSINESS, MILITARY, LAW, AND MEDICINE SCIENCE	STRATEGIC
Tom Sobol Bob Hughes		Gen. Tom Moorman George Thibault Col. David Tretler
MATH		LITERACY
Li Ping Ma Barbara Forman Phil Daro	Scott McDonald	Gay Su Pinnell Barbara Forman Lucy Calkins Sally Hampton

STUDIES: NISL TRAINING RAISES STUDENT ACHIEVEMENT

JOHNS HOPKINS UNIVERSITY AND OLD DOMINION UNIVERSITY

STATE	NUMBER OF SCHOOLS STUDIED	STATISTICALLY SIGNIFICANT GAINS*	
		READING	MATH
MASSACHUSETTS Round #1	64		✓
MASSACHUSETTS Round #2	38	✓	✓
PENNSYLVANIA Round #1 <small>6M AFTER GRADUATION</small>	101	✓	✓
PENNSYLVANIA Round #2 <small>18M AFTER GRADUATION</small>	101	✓	✓
MILWAUKEE	21	✓	✓

***Statistically significant gains in both Math and ELA at all school levels**



NATIONAL INSTITUTE FOR
SCHOOL LEADERSHIP ®

**The NISL Executive
Development Program is
identified as the only evidence-
based professional learning
program shown to improve
student achievement.**



Wallace-funded RAND Study: *School
Leadership Interventions Under the Every
Student Succeeds Act, 2016*

COHERENT AND COMPREHENSIVE LEADERSHIP SUPPORT

1

Support for District Leaders

- ✓ **Superintendents Academy**
- ✓ **Principal Supervisor Program**

2

Rigorous, Comprehensive Support for School Leaders

- ✓ **Executive Development Program**

3

Targeted, Research-Based Programs for School Leaders, and School Leadership Teams

- ✓ **Instructional Coaching Institute**
- ✓ **English Language Learners Institute**
- ✓ **Students with Disabilities Institute**
- ✓ **Parent, Family and Community Engagement Institute**
- ✓ **College and Career Readiness Institute**

SUGGESTED MODEL FOR RIDE GRANTEES

Targeted, Research-Based Programs for School Leaders, and School Leadership Teams

INSTRUCTIONAL COACHING INSTITUTE

- Building level teams participate in the Instructional Coaching Institute (ICI)
- Selected leaders attend the ICI and become certified as local NISL ICI facilitators
- Upon certification, local facilitators train other RI participants

GOING DEEPER: TARGET AREA FOCUS FOR COACHING

- English Language Learners Institute
- Build local capacity and scalability
- Students with Disabilities Institute
- Parent, Family and Community Engagement Institute
- College and Career Readiness Institute

3 – DAY INSTRUCTIONAL COACHING INSTITUTE:

PARTICIPANTS LEARN AND PRACTICE A RESEARCH BASED COACHING MODEL



- ✓ **Listening** to understand verbal and nonverbal communication and checking for understanding
- ✓ **Questioning**, including the skills of paraphrasing, clarifying, forwarding, visioning, directing and reframing
- ✓ **Giving and Receiving Feedback** in ways that are clear, specific, timely, authentic and reciprocal
- ✓ **Observing** in a manner that is descriptive before evaluative, tests inferences and assumptions, and analyzes root causes
- ✓ **Reflecting** that inspires and celebrates, reinforces small steps, uses currency valued by the coachee, and keeps coaching fresh and relevant



COACHES APPLY THE MODEL IN PRACTICE

LEARN THE CONTEXT AND CREATE A VISION

- Know oneself as a coach
- Understand the coachees
- Know the coachee context
- Build the coaching relationship

DEEPEN THE COACHING RELATIONSHIP

- Identify coaching opportunities
- Listen, question and observe

REFLECT ON LEARNING & CELEBRATE ACCOMPLISHMENTS

- Provide feedback
- Coach for systems change



THE OUTCOME:

INSTRUCTIONAL STAFF IMPROVE THEIR PRACTICE



- ✓ **Create personal action plans** to improve instruction
- ✓ **Focus on standards** to achieve sustained improvements in student performance
- ✓ **Emphasize a long-term vision** to support higher student achievement
- ✓ **Strengthen understanding** of their decisions' consequences
- ✓ **Analyze and implement various pedagogical approaches**
- ✓ **Recognize how their identities** shape their practices and relationships
- ✓ **Create conversation and collaboration** with other teachers and students by better understanding their perspectives

LEARN MORE ABOUT NISL

- ✓ The Instructional Coaching Institute can be part of a larger approach to supporting school leaders and leadership teams
- ✓ Learn how NISL can train YOUR staff to deliver institutes in a sustainable and scalable way
- ✓ Pricing and delivery models
- ✓ Additional information on the research proving NISL's positive impact on student achievement and ESSA

Leadership Matters



A comprehensive approach to developing systems and leaders that support competency-based distributed leadership models for improved outcomes





System Level Experience

- Created system wide Emerging Teacher Leader Program serving 191 teachers last year - serving 300 teachers in SY 16-17
- Created teacher leader program focused on supporting 24 schools across three districts with high ELL and Special Ed populations
- Created system level structures and roles for Inquiry Team leaders across all schools in Mineola, NY - League of Innovative Schools district
- Created Network Improvement Community focused on teacher leadership around formative assessment practices in 14 schools across 11 districts
- \$500,000 grant from the Gates Foundation to support Common Core Teacher Leadership and re-certification of Teacher Leaders in NYC
- \$2.2 million grant from the Astor Foundation to support Teacher Leadership focused on Early Reading in 3 school districts

Models of Distributed Leadership



Focus on competency-based instructional teacher leadership

- Emerging Teacher Leaders
- Model Teachers
- Peer Coaching
- Teacher Led Inquiry Teams and PLC's



Support for Systems

- Creating models of distributed leadership
- Aligning models to support local goals and priorities
- Creating support structures and systems to sustain distributed leadership models
- Establishing currency and incentives for new roles
- Developing selection criteria and processes for new roles



Support for Schools and Principals

- Clarifying and selecting roles in schools based on need, goals and context
- Making necessary culture shifts to support new roles
- Selecting candidates for new roles
- Engaging, managing and leveraging new roles for school wide improvement (participatory decision making and leadership teams)
- **Providing competency-based professional development for new teacher leader roles**



Qh

Why Competency Based?

We know when systems engage in new paradigms with new roles and incentives there are many challenges.

Competency based approach supports

- Transparency
- Demonstration
- Evidence
- Context Based
- Personalized learning
- Asset based learning
- Relevance

Emerging Teachers Leader Competencies

Developed in partnership
with school systems -
customized

Part of a developmental
pathway for teacher
leadership roles

Micro-credentials awarded
based on evidence of
impact in teachers own
classrooms - precursor for
leading others

Strategizing
for
Assessment



Analyzing
Student
Work



Planning
Professional
Learning



Stepping into
a Formal
Teacher
Leader
Role



Teacher Leader Competencies based on National Teacher Leader Model Standards

Three “bands” focused on:

- Coaching and leading adult learners
- Using data and research
- Instruction and curriculum

Micro-credentials are awarded based on demonstrated evidence of competency and impact on other teachers’ practice.

Customized to meet system and school level needs.



Impact: Teaching Practice

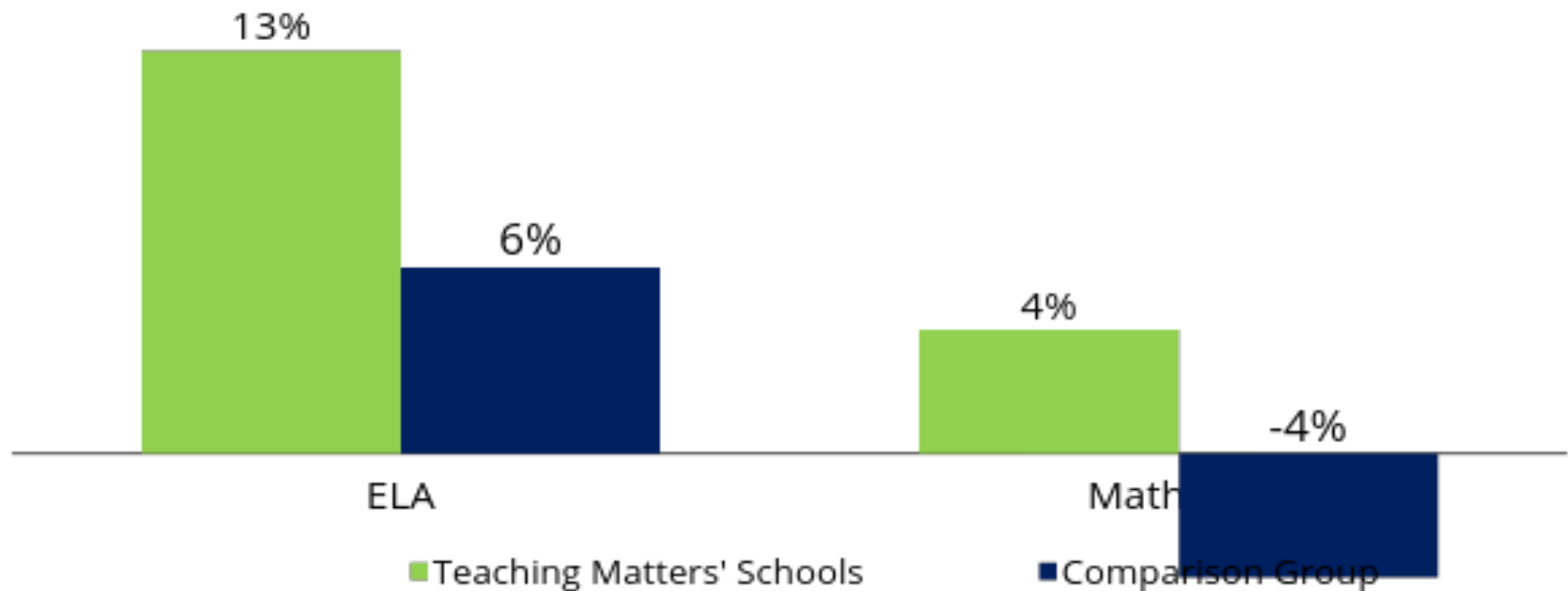
Improving Teacher Effectiveness:

- 93% of administrators reported teacher leaders improved **overall** teacher practice
- 100% of administrators reported teacher leaders had a substantial impact on teacher evaluations



Impact: Student Achievement

Improved Student Achievement (7th grade NYC priority grade level 2013-14)



From Teaching Matters NYC Findings, 2013-2014

Thank You

Learn More at:

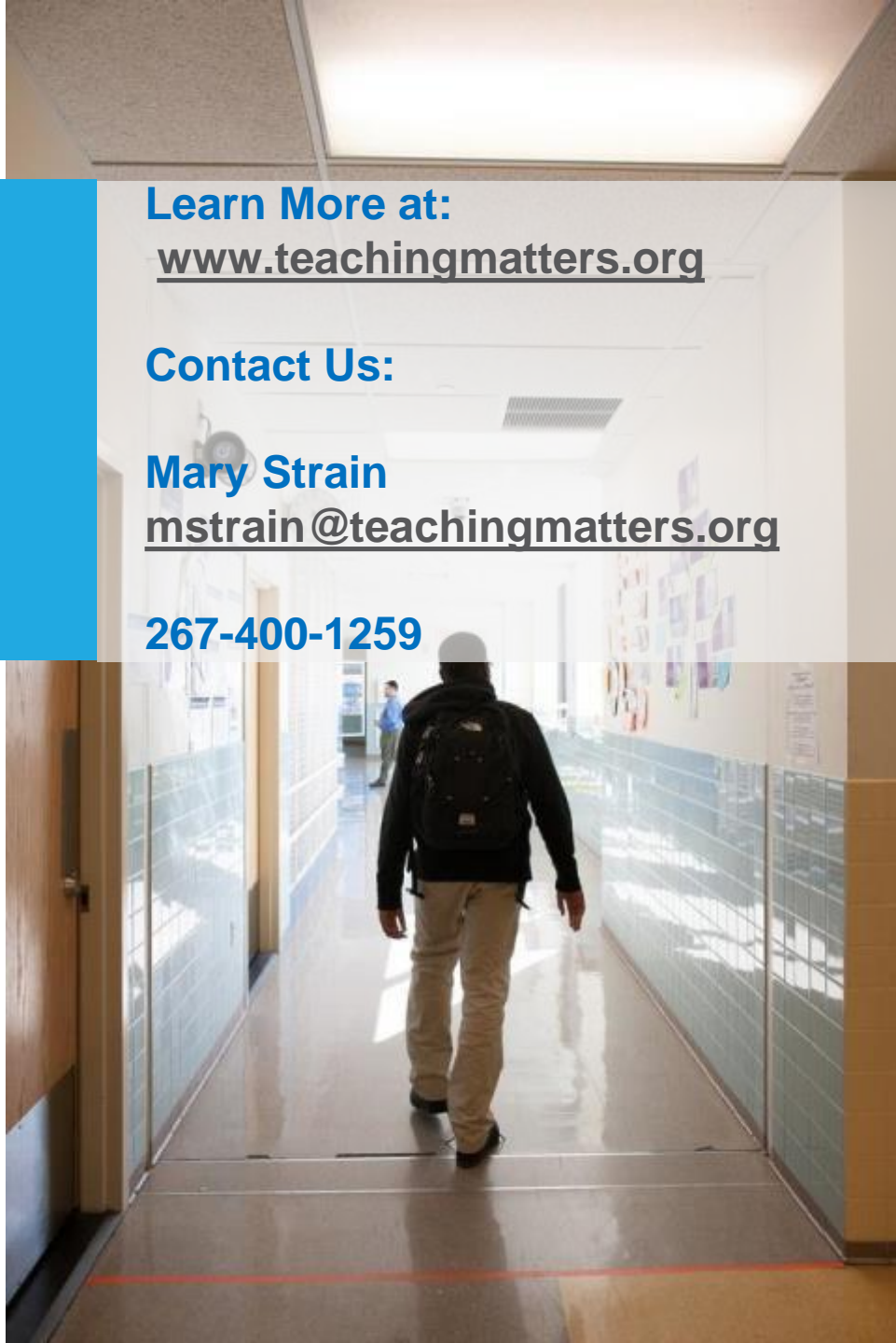
www.teachingmatters.org

Contact Us:

Mary Strain

mstrain@teachingmatters.org

267-400-1259





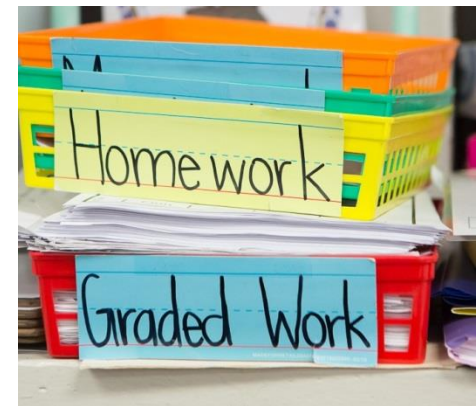
RIDE/RIASP GRANT OPPORTUNITY NETWORK MEETING FOR RI EDUCATION LEADERS

SEPTEMBER 26, 2016

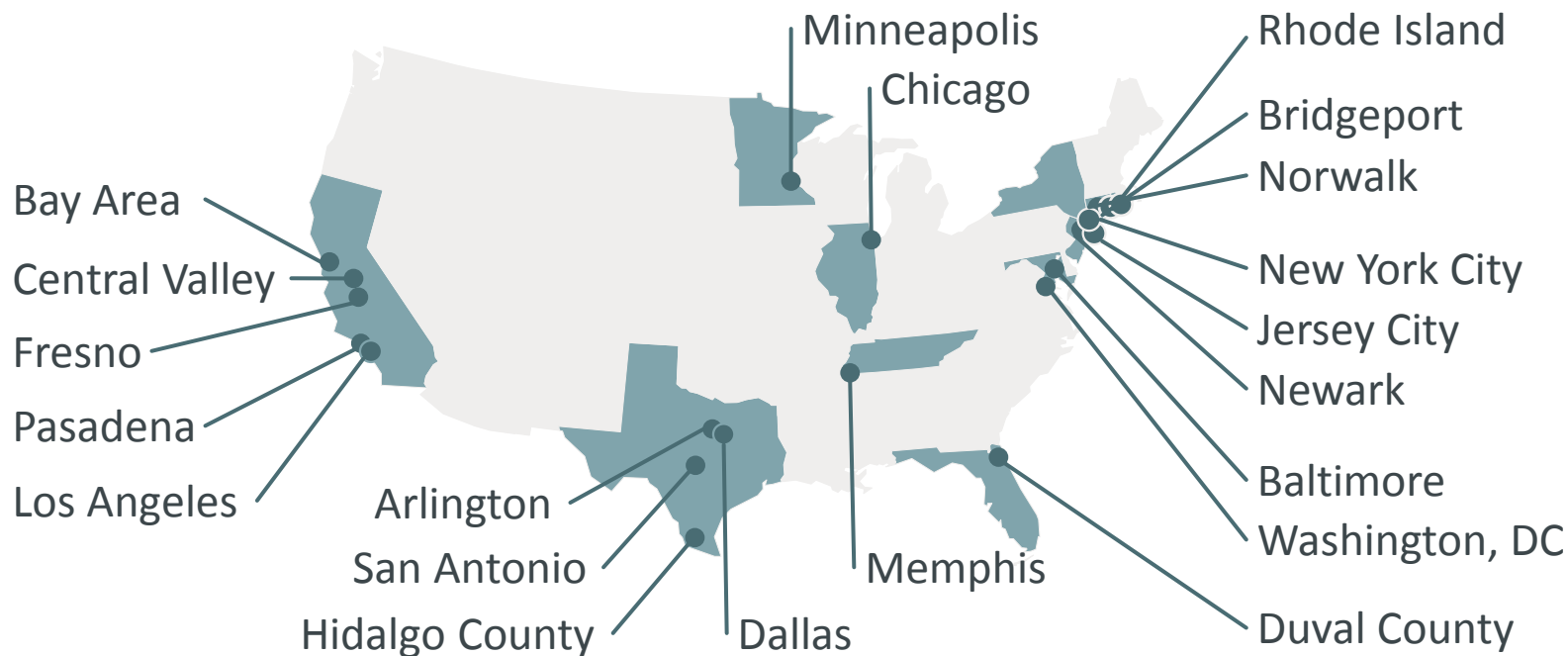
 **New Leaders**

Our mission is to ensure high academic achievement for all children, especially students in poverty and students of color, by developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed.

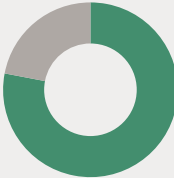
We envision a day when there is educational excellence and equity in America – when our country’s public schools ensure that every student is prepared for success in college, careers, and citizenship.



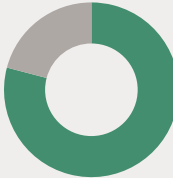
Since 2000, we have trained nearly 2,400 school leaders who now reach almost 450,000 students.



**WE WORK IN OVER 20
HIGH-NEED CITIES AND
150 CHARTER SCHOOLS**



78%
of students served
are low-income



87%
of students served
are children of color

We develop great education leaders at every level – from teacher leaders to superintendents.



TEACHER
LEADERS



INSTRUCTIONAL
COACHES



ASSISTANT
PRINCIPALS



PRINCIPALS



INSTRUCTIONAL
TEAMS



PRINCIPAL
SUPERVISORS



DISTRICT
ADMINISTRATORS

LEADING INSTRUCTION

EMERGING LEADERS

ASPIRING PRINCIPALS

TRANSFORMING TEAMS

PRINCIPAL INSTITUTE

PRINCIPAL SUPERVISORS

LEADING INSTRUCTION: Equips **current and aspiring leaders** with instructional leadership expertise aligned to high academic standards

EMERGING LEADERS: **Teacher leaders and assistant principals** master key leadership skills while supervising a teacher team

ASPIRING PRINCIPALS: Prepares **tomorrow's principals** to achieve breakthrough results with a yearlong residency and induction support

TRANSFORMING TEAMS: Provides a structured framework for collaboration as **instructional teams** work together to advance student achievement

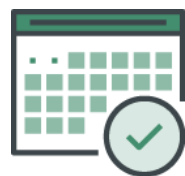
PRINCIPAL INSTITUTE: Bolsters leadership skills of current **principals** and **assistant principals** using our proven curriculum and training model

PRINCIPAL SUPERVISORS: Prepares **principal supervisors** to cultivate instructional excellence across a school system

We have developed highly effective new principals. We created Principal Institute to provide sitting assistant principals and principals with the proven content and training provided to our principal residents.



The RAND Corporation cited New Leaders as the principal preparation program having the strongest evidence of positive impact



74%

of New Leaders remain as principals for 3+ years, while less than 50% do nationally



78%

of Emerging Leaders raise achievement across the classrooms they supervise



64%

of New Leaders alumni are people of color, compared with just 20% of principals and teachers nationally



PRINCIPAL INSTITUTE



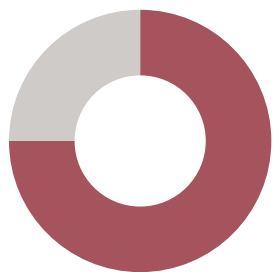
ASSISTANT
PRINCIPALS



PRINCIPALS

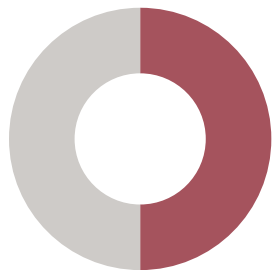
Embeds New Leaders training into local professional development, providing targeted, job-connected support to current principals and assistant principals

A principal's job is more demanding than ever, but half of principals lack access to quality training.



75%

of principals say the job is becoming more complex



50%

of principals report that they lack access to quality training

PRINCIPAL INSTITUTE EMBEDS NEW LEADERS' TRAINING IN LOCAL PROFESSIONAL DEVELOPMENT

Principal Institute **reshapes professional development** for school leaders using New Leaders' proven content.

Together with partners, **we analyze local needs** and design a **coherent course of study** to address them.

Principals and APs get **targeted support** as they master practices needed to tackle **real challenges** in their schools.

Principal Institute extends New Leaders' proven leadership training model across a district or charter network.



REAL-WORLD PRACTICE

Real-world data and **student work** ensure role plays and training activities are directly **relevant** to current challenges



EXPERT COACHING

Successful former leaders facilitate training and **coach principals and assistant principals** to address their individual development needs



SKILLS FOR SUCCESS

Participants master practices to transform schools, such as **building strong teams**, delivering effective feedback and **leading through change**

Working closely with our partners, we customize the scope and sequence to address local priorities and individual needs.

LEADERSHIP STANDARDS

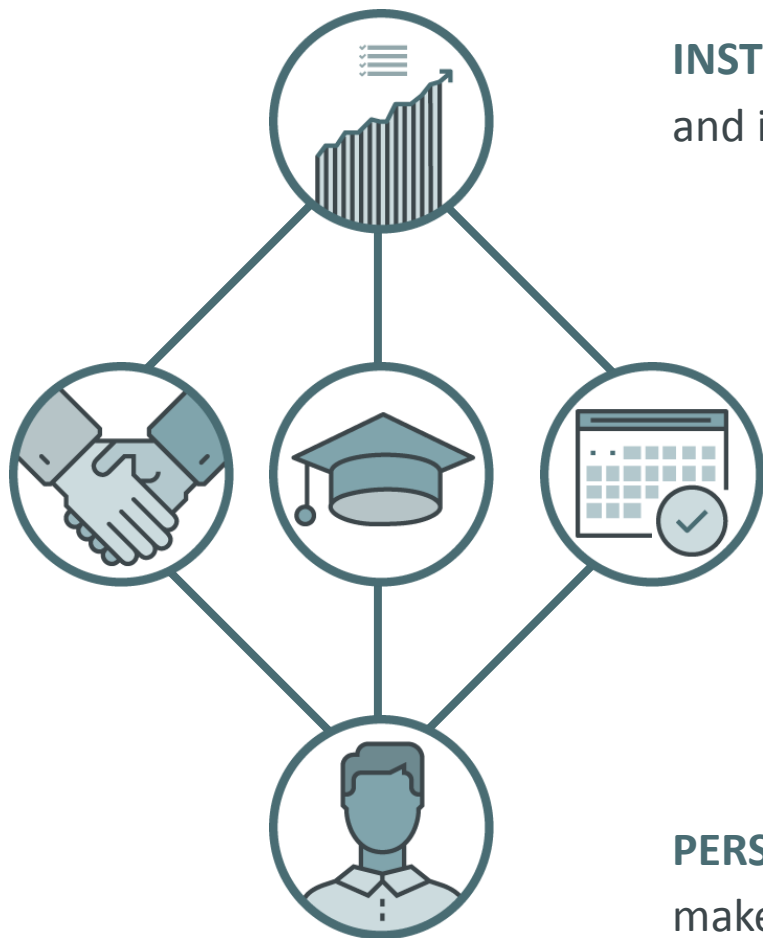
INSTRUCTIONAL: Align curriculum, assessments, and instruction to rigorous academic standards

ADULT: Deliver trusted feedback and coach colleagues to excellence

CULTURE: Foster high expectations and shared accountability

OPERATIONAL: Align resources to support instructional priorities

PERSONAL: Reflect to inform and improve practice; make strategic decisions



We work hand-in-hand with our partners, delivering leadership solutions that build on their strengths and address their priorities.

PROPOSED RHODE ISLAND MODEL

- Collaboratively design tailored scope and sequence for six months of job-connected support
- New Leaders' staff delivers eight training sessions
- Training draws on New Leaders' proven curriculum
- Emphasis on practice at school site:
 - Job-embedded assignments
 - Simulations using school data
 - Shared Learning Walks at school sites to reflect and apply content

PROGRAM STRUCTURE

- Two day kickoff to build community and review priority content
- Six to eight training sessions based on proven content; content tailored to meet group need
- Four Learning Walks to drive learning with tangible cohort-based examples
- Note: New Leaders can prepare principal supervisors to deliver training in house if desired for additional cost

New Leaders is eager to provide school-site based support tailored to meet the needs of Rhode Island’s principals, drawing upon our proven content and resources.

PRICING

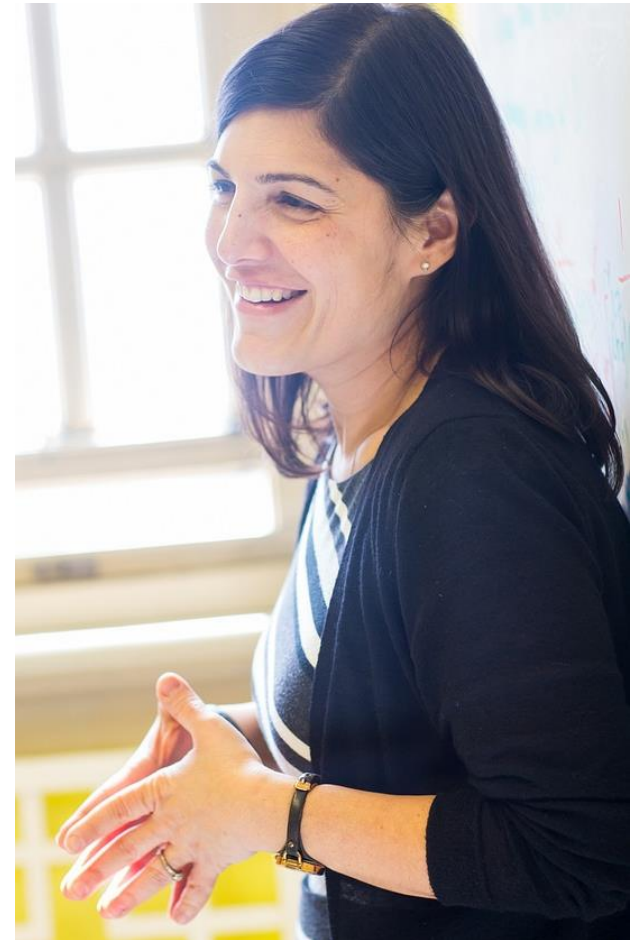
REACH

Number of participants: Up to 30

COSTS

Program launch/6-8 training sessions/leadership walks \$120,000

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CONTACT US

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